

Service Learning in Michigan

Survey Results and Analysis

October 2002

Prepared for
Michigan Community Service Commission

Prepared by
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INTRODUCTION

In May of 2002, Public Sector Consultants, on behalf of the Michigan Community Service Commission, conducted a mail survey of school principals in a sampling of Michigan public schools. Its purpose is to provide a descriptive baseline of the prevalence of service learning throughout Michigan. The survey also examines the use of community service activities in the schools (activities that are not curriculum-based) compared to service learning, which is structured within an academic course or curriculum with clearly defined learning objectives.

MAJOR FINDINGS

- *Community service is more prevalent than service learning.* Eighty-eight percent of Michigan public schools participate in community service while 39 percent of schools participate in service learning.
- *Schools view community service and service learning in nearly identical ways.* Reasons for encouraging the activities are quite similar. Schools cite external rather than internal benefits. For example, the two most often cited reasons for encouraging community service and service learning were to meet real community needs and to help students become more active community members. Least cited reasons include improving student achievement and reducing at-risk behaviors.
- *Service learning is largely an activity of individual teachers.* In most cases, the results indicate that schools encourage the use of service learning and are supportive of it, but that the activities are largely carried out through the efforts of individual teachers in particular courses (this occurs in 61 percent of schools), rather than as school- or district-wide initiatives. Just over half (51 percent) of the schools indicate that it is part of a grade-wide initiative.
- *Schools provide financial and material support to individual teachers, but not additional planning time.* Sixty-seven percent of schools report that they provide support for teachers to attend external conferences or training for service learning, and 58 percent report providing financial assistance with some costs associated with engaging in service learning. However, just 13 percent provide a reduction in course load and only 6 percent provide additional planning time for teachers involved in service learning.
- *Elementary schools are least likely to involve students in either community service or service learning, but not by much.* Eighty-three percent of elementary schools report that students are involved in community service, compared to 93 percent of high schools and 90 percent of middle schools and combination schools. Thirty percent of elementary schools report that students are involved in service learning, compared to 48 percent of combination schools, 42 percent of high schools, and 40 percent of middle schools.
- *Service learning is most often used in the social sciences or the physical/biological sciences.* Sixty-six percent of schools use service learning in social sciences and 53 percent use it in the physical/biological sciences. Seventeen percent of schools report using it in computer science and 21 percent report using service learning in mathematics.
- *A relatively small proportion of schools receive external funding for service learning activities; the more common sources are philanthropy and federal or state funding.* In total, just 13 percent of schools indicate that they received a special grant or special funding in the past academic year to support service learning activities. Seventeen percent received a

foundation grant, 15 percent received a grant from a corporation or business, and 12 percent received funding from some other federal or state source. Five percent received funding from Learn and Serve America; 6 percent received funding from AmeriCorps.

METHODOLOGY

Using the Michigan Department of Education data, PSC stratified the sample by level of instruction. A total of 2,098 surveys were mailed. PSC received 622 completed instruments for a response rate of 30 percent. The margin of error for the entire sample is ± 3.6 percent. A detailed account of the sampling plan is represented in Exhibit 1. A survey instrument with frequency distribution is included in Appendix A.

EXHIBIT 1.
Distribution of Sample: Universe, Response Rate, and Margin of Error

Building Level	Universe	Number Sent	Number Returned	Response Rate by Strata	Margin of Error
Combination Schools	164	164	63	38%	9.7%
Elementary Schools	2,210	800	185	23	6.9
Middle Schools	608	608	16	27	6.5
High Schools	526	526	208	40	5.3
TOTAL	3,508	2,098	622	30	3.6

For the purposes of this survey, elementary schools include grade levels from kindergarten to sixth grade, middle schools contain the seventh and eighth grades, and high schools contain the ninth through twelfth grades. Combination schools are those containing a combination of grades from one or more of the other categories. Of the 622 schools responding to the survey, 10 percent were combination grade levels, 30 percent were from elementary schools, 27 percent were from middle schools, and 33 percent were from high schools.

Geographically, responses came from all regions of the state, with most responses coming from Metro Detroit and Western Michigan. Exhibit 2 summarizes the response by regions. A graphic illustration of the response patterns across the state is provided in Appendix B. Nineteen percent of responses were from urban school districts, 16 percent were from suburban districts, and 66 percent were from rural districts.

EXHIBIT 2.
Response by Region of the State

Region	Number of Responses	Percentage of Total
Metro Detroit	162	26%
Western	124	20
Thumb	91	15
Central	84	13
Northern Lower	72	12
Southern	46	7
Upper Peninsula	43	7
TOTAL	622	100

On average, 31 percent of students are eligible for the federal aid program for free or reduced lunch. Schools report, on average, 36 FTE teachers.

ANALYSIS

This report is organized according to the major questions guiding this survey:

- Where is school-initiated community service taking place?
- Where is service learning taking place in Michigan and in what grade levels?
- To what extent and frequency is service learning occurring?
- What components of service learning are in place?
- In what grade levels is service learning occurring?
- In what content areas is service learning being used?

Community Service in Michigan Public Schools

The survey asked about the prevalence of community service in Michigan public schools using the following definition of community service:

Student community service is defined as community service activities that are non-curriculum-based and are recognized by and/or arranged through the school. The community service:

- May be mandatory or voluntary;
- Generally does not include explicit learning objectives or organized reflection or critical analysis activities; and
- May include activities that take place off of school grounds or may happen primarily within the school.

Community service activities may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (e.g., Girls/Boys Clubs, National Honor Society). Examples of service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

Using this definition, 88 percent of the schools that responded indicated that their students participate in community service activities. Within these schools, 46 percent of their students participate in community service. However, community service is not a requirement of the school. Just 18 percent require students to perform some type of community service, but 91 percent say that their schools makes arrangements for community service opportunities. The three most common reasons cited by schools for encouraging community service among their students are to help students become more active community members (57 percent), to encourage altruism and caring among students (55 percent), and to meet real community needs (52 percent). Just 9 percent cite career awareness as a reason for encouraging community service.

Where is school-initiated community service taking place?

There are no major differences by grade level, though high schools are most likely to have students who engage in community service (93 percent), including activities both arranged and/or recognized by the school. Ninety percent of middle schools and combination schools and 83 percent of elementary schools report having school-initiated community service.

Community service is also very prevalent across all regions of Michigan and all types of districts. Ninety-six percent of schools in Southern Michigan, 92 percent of schools in the Thumb, Upper Peninsula, and Western Michigan, and 84 percent of schools in both Metro Detroit and Central Michigan report that students engage in community service according to the above definition. Ninety percent of rural districts report participating in community service, as do 88 percent of suburban districts and 83 percent of urban districts.

Service Learning in Michigan Public Schools

Schools were also asked about the prevalence of service learning activities using the following definition:

Service learning is defined as curriculum-based community service that integrates classroom instruction with community service activities. The service must:

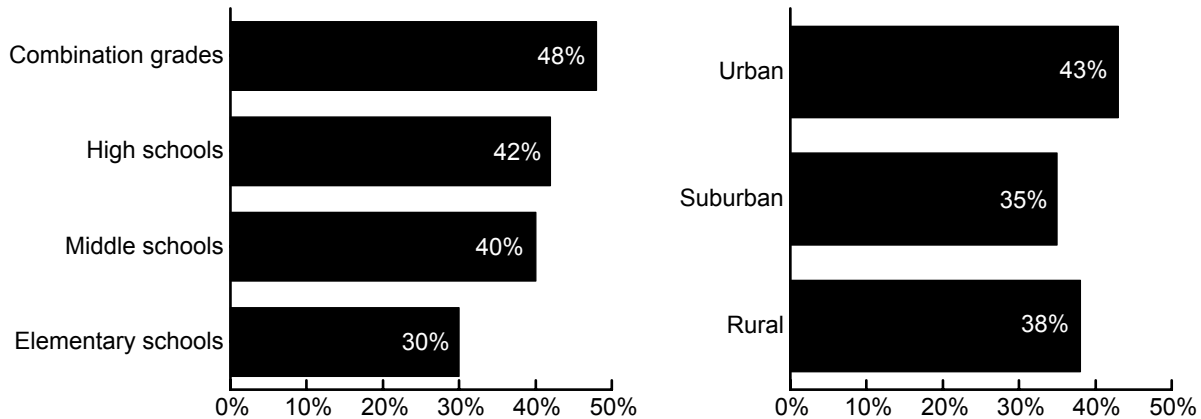
- Be organized in relation to an academic course or curriculum;
- Have clearly stated learning objectives;
- Address real community needs in a sustained manner over a period of time; and
- Assist students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as classroom discussions, presentations, or directed writing.

Example of service learning: Students in a middle school science class studying the environment help preserve the natural habitat of animals living at a local lake. Through classroom studies, the students learn about the environment. The students keep the area around the lake clean, post signs providing information to the public, and study soil and water composition as well as the impact of industrial development on wildlife. Throughout the project, students write about their experiences in journals and participate in class discussions about the project and its effect on their lives and the local community.

Where is service learning taking place in Michigan and in what grade levels?

Compared to community service, fewer Michigan public schools by grade level and location participate in service learning as defined above. Exhibit 3 presents the percentage of schools that indicated they engage in service learning.

EXHIBIT 3.
Percentage of Schools that Engage in Service Learning
(by grade level and location)



Urban schools are most likely to participate in service learning (43 percent), compared to 35 percent of suburban schools and 38 percent of rural schools. These differences are statistically significant at $p < 0.05$.

Location is also closely associated with the school building and/or the school district having a formal policy regarding service learning. Overall, urban schools are most likely either to have a formal policy at the building level and/or to reside in a district with a formal service learning policy. Twenty-seven percent of urban schools, compared to just 6 percent of suburban and 12 percent of rural schools, have a formal policy at the school building level. At the district level, 36 percent of urban schools are in a district with formal policies, compared to 16 percent of both suburban and rural schools. These differences are statistically significant at $p < 0.001$.

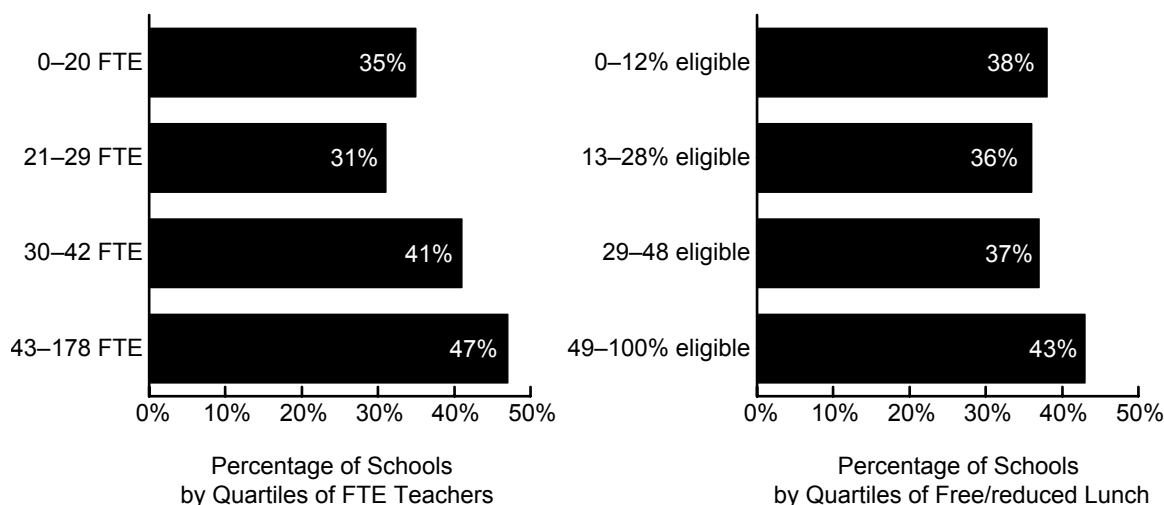
Included in the survey are two measures designed as proxies for the relative affluence of a school—percentage of students who are eligible for free/reduced lunches—and the size of the schools—number of full-time equivalent (FTE) teachers. To provide comparative analysis, responses for both variables were divided into quartiles. Each quartile was then compared by the frequency of schools that participate in service learning. The cut-off points for the quartiles of these variables are reported in Exhibit 4.

EXHIBIT 4.
Cut-off Point for Quartiles: Number of FTE Teachers
and Percentage Eligible for Free/reduced Lunches

Quartile	Cut-off	
	<i>Number of FTE Teachers</i>	<i>% Eligible for Free/reduced Lunches</i>
1	20	12%
2	29	28
3	42	48
4	178	100

Exhibit 5 shows the relationship between these two variables and percentage of schools engaging in service learning .

EXHIBIT 5.
Percentage of Schools Engaging in Service Learning,
by Relative Size and Affluence



Size is significantly related to whether a school engages in service learning ($p < 0.05$). The largest schools (those above the 75th percentile in number of FTE teachers) are most likely to engage in service learning. Less affluent schools (those below the 75th percentile in eligibility for free or reduced lunches) are more likely to report service learning than more affluent schools. The relative affluence of schools, however, is not statistically significant and conclusions for these variables should be approached somewhat cautiously.

To what extent and frequency is service learning occurring?

In contrast to community service, which is not tied to curriculum in a systematic way, service-learning activities are much less widespread. Thirty-nine percent of schools indicate that their students participate in service learning. The average length of time that these schools have been engaging in service learning is 6.8 years. These schools have the following characteristics:

- 14 percent have a formal policy encouraging teachers to integrate service learning into their curriculum;
- 16 percent of school districts have a formal policy encouraging service learning;
- 24 percent of teachers, on average, use service learning in their instruction;
- 26 percent of students, on average, are engaged in formal service learning activities as part of a course requirement or classroom activity;
- 12 percent of schools have a part-time service learning coordinator and 2 percent have a full-time coordinator;
- 12 percent of schools have service learning requirements for some students and 4 percent have requirements for all;

- 24 percent of schools or districts have provided in-service training on service learning in the past, and an average of 18 percent of teachers have received some type of in-service training on service learning.

The types of support that a school gives to teachers generally takes the form of financial support for integration of service learning into their curricula but not relief from other teaching responsibilities through reduced course loads or additional planning time. Exhibit 6 illustrates the types of support schools provide to teachers interested in service learning.

EXHIBIT 6.
Types of Support from Schools or District for Service Learning

Type of Support	Percentage of Schools Providing
Conference or training support outside of the district or school	67%
Financial support for associated costs	58
Mini-grants for curriculum development	39
Professional development opportunities within the school or district	31
Special recognition	26
Extra planning time	13
Reduction in course load	6

Schools encourage service learning for reasons clustering around an external focus on the community, such as to meet real community needs (23 percent), to help students become more active community members (22 percent), and to increase student knowledge and understanding of the community (18 percent). Least commonly cited reasons focus on individual benefit to students including improved achievement (5 percent), reducing at-risk behaviors (3 percent), and improving MEAP scores (1 percent). Eleven percent cite “career awareness” as a reason for encouraging service learning. This very closely parallels the reasons for which schools encourage community service, indicating that schools see these two activities in extremely similar ways.

Exhibit 7 demonstrates a clear relationship between having a district-wide policy and providing support for service learning. Schools whose districts have a formal service learning policy are significantly more likely to have a part-time or full-time service learning coordinator. They are also more likely to provide support for conference or training attendance, financial support for costs, and mini-grants for program or curriculum development, professional development opportunities, and in-service trainings than schools whose districts do not have a formal service learning policy. Special recognition and more intensive systemic support, such as extra planning time or a reduction in course load, does not significantly vary by whether or not the district has a formal policy.

EXHIBIT 7.
Support for Service Learning by Districts that Have a Formal Policy

Type of Support	Formal Policy	No Formal Policy
Support for attending service-learning training or conferences*	83%	63%
Financial support for costs*	74	57
Mini-grants*	72	30
Service learning professional development opportunities within the school or district*	63	24
In-service trainings for service learning*	57	19
Special recognition or awards	32	25
Part-time service learning coordinator*	28	19
Extra planning time	21	13
Reduction in course load	13	06
Full-time service learning coordinator*	06	01

* Statistically significant differences at $p < 0.05$.

These findings are consistent with expectations—if a district has a formal policy for service learning, then we expect to see institutionalized and formal support mechanisms in place. These results, however, indicate that while service learning is very much supported by the schools and districts, it may also be viewed as an activity that teachers may choose to undertake that must fit into existing time frames and schedules. This is evident from the fact that districts with formal policies provide financial and material support but not support for time management—i.e., reduction in course loads or extra planning time. This may then be somewhat of a disincentive to engage in service learning for teachers who perceive that doing so may place additional strains on their time.

What components of service learning are in place?

Service learning occurs mostly in individual courses, rather than as school- or district-wide initiatives. Sixty-one percent of schools engaged in service learning report that they have either mandatory or voluntary service learning in individual courses that are not part of a wider initiative. A majority of these schools (51 percent) do have grade-wide service learning. Exhibit 8 presents information about the types of service learning.

EXHIBIT 8.
Types of Service Learning

Type of Service Learning	Mandatory Requirements	Voluntary Participation	Total
Individual academic courses (not part of school or district wide initiative)	19%	42%	61%
Grade-wide	21	30	51
School-wide	9	28	37
Discipline-wide	14	23	37
Special education program	10	25	35
Drop-out prevention	3	7	10

In what content areas is service learning being used?

By content area, service learning most often occurs within the social sciences (66 percent) or physical or biological science courses (53 percent). The third most prevalent content area where service learning is used is English and language arts. Exhibit 9 presents service learning by content area.

EXHIBIT 9.
Service Learning by Content Area

Content Area	Percentage of Schools Where Service Learning Is Used in Content Area
Social sciences or social studies	66%
Physical and biological sciences	53
English/language arts	43
Mathematics	21
Computer sciences	17
Foreign languages	15
ESL, ESOL, bilingual education	6

EXTERNAL SUPPORT FOR SERVICE LEARNING AND/OR COMMUNITY SERVICE

Relatively few schools (13 percent) have received external funding in the past academic year to support their community service or service learning activities. Of these schools, no one source emerges as primary in the provision of funding to schools. Philanthropy is one source: 17 percent of schools have received funding from a foundation grant, and 15 percent have received funding from a grant or contribution from a business or corporation. Five percent of schools received funding from Learn and Serve America, and 6 percent received funding from AmeriCorps. Twelve percent received funding from a federal or state grant other than Learn and Serve America or AmeriCorps.

CONCLUSIONS AND RECOMMENDATIONS

- *Continue to work with schools and school districts to integrate service learning into curricula on a system-wide basis.* That schools view community service as similar to service learning is not surprising—both activities have similar philosophies of service and provision for community needs. However, the difference in prevalence speaks to the fact that schools may perceive service learning as too complex to integrate as a school- or district-wide initiative because it may require fundamental curriculum changes. Schools are willing to support individuals engaging in service learning in their courses. MCSC should work to encourage and facilitate development of service learning on a system-wide basis.
- *Provide a forum for individual teachers engaging in service learning on their own to network and provide support for each other.* At the same time that MCSC works to integrate service learning on a system-wide basis, it should bolster the support for service learning among the individuals who are currently using it in their classrooms.

- *Work toward demonstrating the positive impact on students' achievement and other important life skills.* Schools gave more weight to the external benefits to the community than to the individual benefit to students in their encouragement of service learning. While this is an extremely altruistic viewpoint, it may not be sufficient to encourage schools to undertake systematic changes. Furthermore, schools may view service learning, and community service along with it, as nonessential—in other words, as not complementing or supplementing the educational experiences in the classroom but still playing a positive role outside the classroom.
- *One avenue for accomplishing the above point may be to emphasize the connection between service learning and career development.* A relatively few schools mentioned career awareness as a reason for encouraging service learning or community service. This represents a potential area for expansion. By making the connections between service learning and career development more tangible, MCSC may help to overcome the perception that service learning is mostly extracurricular and create, instead, the perception that it is a vital part of the curriculum. For example, the prevalence of service learning in the physical and biological sciences and its use in computer science is an excellent match with the growing emphasis on life sciences and high technology in Michigan's economy.

DIRECTIONS FOR FUTURE INVESTIGATION

PSC offers the following suggestions for further inquiry on service learning in Michigan:

- Conduct follow-up surveys to track the proliferation of service learning throughout Michigan.
- Develop methods to ascertain why schools view service learning as they do. This can include additional questions on a survey or focus groups that allow respondents to elaborate more fully on this point. A needs assessment could also be incorporated into this activity.
- Develop a method for evaluating, on a statewide level, the impact of service learning activities on student achievement and life skills such as career development.

SURVEY INSTRUMENT AND RESPONSES

Your Input is Important!





Survey of Community Service and Service Learning Activities in Michigan

The Michigan Department of Education and the Michigan Community Service Commission is asking you to complete this survey. The information received will help the state learn about the utilization of community service and service learning through out Michigan. The survey will take less than 20 minutes of your time. Please return your completed survey by **May 20, 2002** in the enclosed envelope (no postage necessary).

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: 

INCORRECT:    

If at any time you have questions or concerns about this survey, please contact Melissa Riba at Public Sector Consultants at (517) 484-4954 or by e-mail at mrriba@pscinc.com.

For the purposes of this survey, student community service is defined as community service activities that are non-curriculum-based and are recognized by and/or arranged through the school. The community service:

- May be mandatory or voluntary;
- Generally does not include explicit learning objectives or organized reflection or critical analysis activities; and
- May include activities that take place off of school grounds or may happen primarily within the school.

Community service activities may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (e.g., Girls/Boys Clubs, National Honor Society). Examples of service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

I. Policies and Support for Community Service

1. Do your students participate in community service activities that fit the definition above? Yes No
(If no, skip to Part II.) ☐ Y ☐ N

2. During this academic year, what percentage of the students in your school are or will be involved in community service, that is, involvement in volunteer service activities organized through the school? %

3. Does your school require students to participate in community service? Yes No
☐ Y ☐ N

4. Does your school arrange community service opportunities for students? Yes No
☐ Y ☐ N

5. What are your school's three most important reasons for encouraging student involvement in community service?
(Choose only the three most important reasons.)
 - a. To increase student knowledge and understanding of the community ☐ A
 - b. To help students become more active members of the community ☐ B
 - c. To encourage student altruism or caring for others ☐ C
 - d. To improve student achievement in core academic courses ☐ D
 - e. To teach critical thinking and problem-solving skills ☐ E
 - f. To improve student participation in and attitudes toward school ☐ F
 - g. To increase career awareness and exposure among students ☐ G
 - h. To improve student personal or social development ☐ H
 - i. To reduce student involvement in risk behaviors (e.g., drug or alcohol use) ☐ I
 - j. To meet real community needs and/or foster relationships between the school and surrounding community ☐ J
 - k. Other (specify)

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PLEASE DO NOT WRITE IN THIS AREA



[SERIAL]

II. Policies and Support for Service-Learning

For the purposes of this survey, service-learning is defined as curriculum-based community service that integrates classroom instruction with community service activities. The service must:

- Be organized in relation to an academic course or curriculum;
- Have clearly stated learning objectives;
- Address real community needs in a sustained manner over a period of time; and
- Help students draw lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as classroom discussions, presentations, or directed writing.

Example of service-learning: Students in a middle school science class studying the environment help preserve the natural habitat of animals living at a local lake. Through classroom studies, the students learn about the environment. The students keep the area around the lake clean, post signs providing information to the public, and study soil and water composition as well as the impact of industrial development on wildlife. Throughout the project, students write about their experiences in journals and participate in class discussions about the project and its effect on their lives and the local community.

	Yes	No	
6. Does your school have service-learning that fits the definition given above?	<input type="radio"/> Y	<input type="radio"/> N	
(If no, skip to Part III.)			
7. What percentage of the teachers in your school use service-learning as part of their instruction?	<input type="text"/> <input type="text"/> <input type="text"/> %		
8. Does your school building have a formal policy encouraging teachers to integrate service-learning into their course curriculum?	<input type="radio"/> Y	<input type="radio"/> N	
a. How long has your school had service-learning? (approximate number of years.)	<input type="text"/> <input type="text"/> <input type="text"/>		
b. Does your school district have a formal policy encouraging the integration of service-learning into the course curriculum in public schools?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
9. During this academic year, what percentage of the students in your school are or will be involved in service-learning, that is, <u>service as part of a formal course or classroom activity</u> ? (If none, enter "0" and skip to question 13.)	<input type="text"/> <input type="text"/> <input type="text"/> %		
10. Are students participating in or expected to participate in the following types of service-learning during the current academic year? If yes, please indicate whether student participation is mandatory and/or voluntary.			
	Yes Mandatory	Yes Voluntary	No
a. School-wide service-learning (all students participating in service-learning through academic coursework)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
b. Grade-wide service-learning (students in one or more grades participating in a service-learning project or program through academic coursework)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
c. Discipline-wide service-learning (service-learning integrated into an entire subject area, such as history or English, through academic coursework)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
d. Service-learning in individual academic courses that are not part of a broader grade or school-wide initiative	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
e. Service-learning as part of a dropout prevention course or program	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
f. Service-learning as part of a special education program	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
g. Other (specify)	<input type="text"/>		

11. In which curriculum areas is service-learning taking place? (Choose yes or no for each item.)

	Yes	No
a. English/language arts	<input checked="" type="radio"/>	<input type="radio"/>
b. Social sciences or social studies (e.g., history, civics, economics)	<input checked="" type="radio"/>	<input type="radio"/>
c. Mathematics	<input checked="" type="radio"/>	<input type="radio"/>
d. Computer sciences	<input checked="" type="radio"/>	<input type="radio"/>
e. Physical and biological sciences	<input checked="" type="radio"/>	<input type="radio"/>
f. Foreign languages	<input checked="" type="radio"/>	<input type="radio"/>
g. ESL, ESOL, bilingual education	<input checked="" type="radio"/>	<input type="radio"/>
h. Other (specify)	<input type="text"/>	

12. Does your school provide any of the following support to teachers interested in integrating service-learning into their course curriculum? (Choose yes or no for each item.)

	Yes	No
a. Full-time Service-Learning Coordinator	<input checked="" type="radio"/>	<input type="radio"/>
b. Part-time Service-Learning Coordinator	<input checked="" type="radio"/>	<input type="radio"/>
c. Service-learning professional development opportunities within the school or district	<input checked="" type="radio"/>	<input type="radio"/>
d. Support for attending service-learning training or conferences outside of the school	<input checked="" type="radio"/>	<input type="radio"/>
e. Mini-grants for service-learning program or curriculum development	<input checked="" type="radio"/>	<input type="radio"/>
f. Financial support for costs associated with service-learning projects or programs	<input checked="" type="radio"/>	<input type="radio"/>
g. Reduction in course load to allow time for service-learning program development or supervision	<input checked="" type="radio"/>	<input type="radio"/>
h. Extra planning time for service-learning activities	<input checked="" type="radio"/>	<input type="radio"/>
i. Special recognition or awards for teachers using service-learning in their courses	<input checked="" type="radio"/>	<input type="radio"/>
j. Other (specify)	<input type="text"/>	

13. In the past, has your school or school district provided any inservice training on service-learning for your teachers? (If no, skip to question 14.)

	Yes	No
.....	<input checked="" type="radio"/>	<input type="radio"/>

a. What percentage of your teachers have received inservice training for service-learning ? %
(If none, enter 0.)

14. Does your school have service-learning requirements for any of your students?

1. Yes, for all students	<input checked="" type="radio"/>	(Skip to question 16.)
2. Yes, for some students	<input checked="" type="radio"/>	
3. No	<input checked="" type="radio"/>	

15. If your school does not have a service-learning requirement for students, is your school planning on establishing a requirement during the next school year?

1. Yes	<input checked="" type="radio"/>	(Skip to question 17.)
2. No	<input checked="" type="radio"/>	

16. If your school has a service-learning requirement for students, what type(s) of service-learning requirement(s) does your school have?

1. Specific number of courses that incorporate service-learning:	<input type="text"/> <input type="text"/> <input type="text"/>	(Number of courses required)
2. Specific number of hours of service outside the classroom:	<input type="text"/> <input type="text"/> <input type="text"/>	(Number of hours of service required)
3. Some other requirement (specify)?	<input type="text"/>	

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I. Policies and Support for Community Service

- | | | |
|---|------------|------------|
| 1. Do your students participate in community service activities that fit the definition above?
(If no, skip to Part II.) | Yes | No |
| | <u>88%</u> | <u>12%</u> |
-
- | | |
|---|----------------------|
| 2. During this academic year, what percentage of the students in your school are or will be involved in community service, that is, involvement in volunteer service activities organized through the school? | <u>Average = 46%</u> |
|---|----------------------|
-
- | | | |
|---|------------|------------|
| | Yes | No |
| 3. Does your school require students to participate in community service? | <u>18%</u> | <u>82%</u> |
-
- | | | |
|---|------------|------------|
| 4. Does your school arrange community service opportunities for students? | <u>91%</u> | <u>09%</u> |
|---|------------|------------|
-
5. What are your school's three most important reasons for encouraging student involvement in community service?
(Choose only the three most important reasons.)
- | | |
|--|------------|
| a. To increase student knowledge and understanding of the community | <u>33%</u> |
| b. To help students become more active members of the community | <u>57%</u> |
| c. To encourage student altruism or caring for others | <u>55%</u> |
| d. To improve student achievement in core academic courses | <u>03%</u> |
| e. To teach critical thinking and problem-solving skills | <u>05%</u> |
| f. To improve student participation in and attitudes toward school | <u>11%</u> |
| g. To increase career awareness and exposure among students | <u>09%</u> |
| h. To improve student personal or social development | <u>34%</u> |
| i. To reduce student involvement in risk behaviors (e.g., drug or alcohol use) | <u>05%</u> |
| j. To meet real community needs and/or foster relationships between the school and surrounding community | <u>52%</u> |
| k. Other (specify) | |

[Continued on the back]

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[SERIAL]

II. Policies and Support for Service-Learning

For the purposes of this survey, service-learning is defined as curriculum-based community service that integrates classroom instruction with community service activities. The service must:

- Be organized in relation to an academic course or curriculum;
- Have clearly stated learning objectives;
- Address real community needs in a sustained manner over a period of time; and
- Help students draw lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as classroom discussions, presentations, or directed writing.

Example of service-learning: Students in a middle school science class studying the environment help preserve the natural habitat of animals living at a local lake. Through classroom studies, the students learn about the environment. The students keep the area around the lake clean, post signs providing information to the public, and study soil and water composition as well as the impact of industrial development on wildlife. Throughout the project, students write about their experiences in journals and participate in class discussions about the project and its effect on their lives and the local community.

	Yes	No	
6. Does your school have service-learning that fits the definition given above? (If no, skip to Part III.)	39%	61%	
7. What percentage of the teachers in your school use service-learning as part of their instruction?	Average = 24%		
8. Does your school building have a formal policy encouraging teachers to integrate service-learning into their course curriculum?	Yes 14%	No 86%	
a. How long has your school had service-learning? (approximate number of years.)	Average = 6.8		
b. Does your school district have a formal policy encouraging the integration of service-learning into the course curriculum in public schools?	Yes 16%	No 62%	
		Don't Know 22%	
9. During this academic year, what percentage of the students in your school are or will be involved in service-learning, that is, <u>service as part of a formal course or classroom activity</u> ? (If none, enter "0" and skip to question 13.)	Average = 26%		
10. Are students participating in or expected to participate in the following types of service-learning during the current academic year? If yes, please indicate whether student participation is mandatory and/or voluntary.			
	Yes Mandatory	Yes Voluntary	No
a. School-wide service-learning (all students participating in service-learning through academic coursework)	09%	28%	62%
b. Grade-wide service-learning (students in one or more grades participating in a service-learning project or program through academic coursework)	21%	30%	49%
c. Discipline-wide service-learning (service-learning integrated into an entire subject area, such as history or English, through academic coursework)	14%	23%	63%
d. Service-learning in individual academic courses that are not part of a broader grade or school-wide initiative	19%	42%	39%
e. Service-learning as part of a dropout prevention course or program	03%	07%	90%
f. Service-learning as part of a special education program	10%	25%	65%
g. Other (specify)			

[continued page 3]

	Yes	No
a. English/language arts	43%	57%
b. Social sciences or social studies (e.g., history, civics, economics)	66%	34%
c. Mathematics	21%	79%
d. Computer sciences	17%	83%
e. Physical and biological sciences	53%	47%
f. Foreign languages	15%	85%
g. ESL, ESOL, bilingual education	06%	94%
h. Other (specify)		

	Yes	No
a. Full-time Service-Learning Coordinator	02%	98%
b. Part-time Service-Learning Coordinator	12%	88%
c. Service-learning professional development opportunities within the school or district	31%	69%
d. Support for attending service-learning training or conferences outside of the school	67%	33%
e. Mini-grants for service-learning program or curriculum development	39%	61%
f. Financial support for costs associated with service-learning projects or programs	58%	42%
g. Reduction in course load to allow time for service-learning program development or supervision	06%	94%
h. Extra planning time for service-learning activities	13%	87%
i. Special recognition or awards for teachers using service-learning in their courses	26%	74%
j. Other (specify)		

a. What percentage of your teachers have received inservice training for service-learning ? . **Average = 18%**
(If none, enter 0.)

1. Yes, for all students	04%	} (Skip to question 16.)
2. Yes, for some students	14%	
3. No	81%	

1. Yes **07%**

2. No **93%** } (Skip to question 17.)

[illegible]

16. What are your school's three most important reasons for encouraging or establishing student involvement in service-learning? (*Choose only the three most important reasons.*)
- a. To increase student knowledge and understanding of the community **18%**
 - b. To help students become more active members of the community **22%**
 - c. To encourage student altruism or caring for others **15%**
 - d. To improve student achievement in core academic courses **05%**
 - e. To teach critical thinking and problem-solving skills **06%**
 - f. To improve student participation in and attitudes toward school **05%**
 - g. To increase career awareness and exposure among students **06%**
 - h. To improve student personal or social development **11%**
 - i. To reduce student involvement in risk behaviors (e.g., drug and alcohol use) **03%**
 - j. To meet real community needs and/or foster relationships between the school and surrounding community **23%**
 - k. To improve performance on the MEAP test **01%**

III. Other Support for Service-Learning and/or Community Service

18. Has your school received any special grants or other special funding to support service-learning and/or community service activities in your school during this academic year? (*If no, skip to question 21.*)
- | | Yes | No |
|-------|------------|------------|
| | 13% | 87% |

19. Please indicate whether your school received funding to support service-learning and/or community service activities from each of the following sources. (*Choose one response for each item.*)
- | | Yes | No | Don't Know |
|--|-----|----|------------|
|--|-----|----|------------|

Source of funding

- | | | | |
|---|------------|------------|------------|
| a. Learn and Serve America | 05% | 84% | 11% |
| b. AmeriCorps | 06% | 83% | 11% |
| c. Other federal/state grants | 12% | 73% | 15% |
| d. Foundation grants | 17% | 70% | 13% |
| e. Corporate/business grants or contributions | 15% | 72% | 13% |
| f. Other grants or contributions (<i>specify</i>) | | | |

20. Are volunteers from any of the following programs working with your students during academic year? (*Choose one response for each item.*)
- | | Yes | No | Don't Know |
|--|------------|------------|------------|
| a. AmeriCorps | 08% | 85% | 16% |
| b. AmeriCorps/VISTA | 03% | 89% | 07% |
| c. Learn and Serve America K-12 Program | 03% | 90% | 07% |
| d. Learn and Serve America Higher Education Program | 00% | 92% | 08% |
| e. Learn and Service America Community-Based Program | 01% | 91% | 08% |
| f. College Work Study (CWS) | 05% | 88% | 07% |
| g. Retired Senior Volunteer Program (RSVP) | 08% | 84% | 08% |
| h. Foster Grandparents | 09% | 83% | 08% |
| i. Other (<i>specify</i>) | | | |

IV. Background Questions about School

21. For what grade levels does this school offer instruction? From (lowest grade) to (highest grade)
22. How many full-time-equivalent (FTE) teachers are employed at your school? **Average = 36** FTE teachers
23. What percentage of the students in your school are eligible for the federal aid program for free or reduced-price lunches? **Average = 31%**

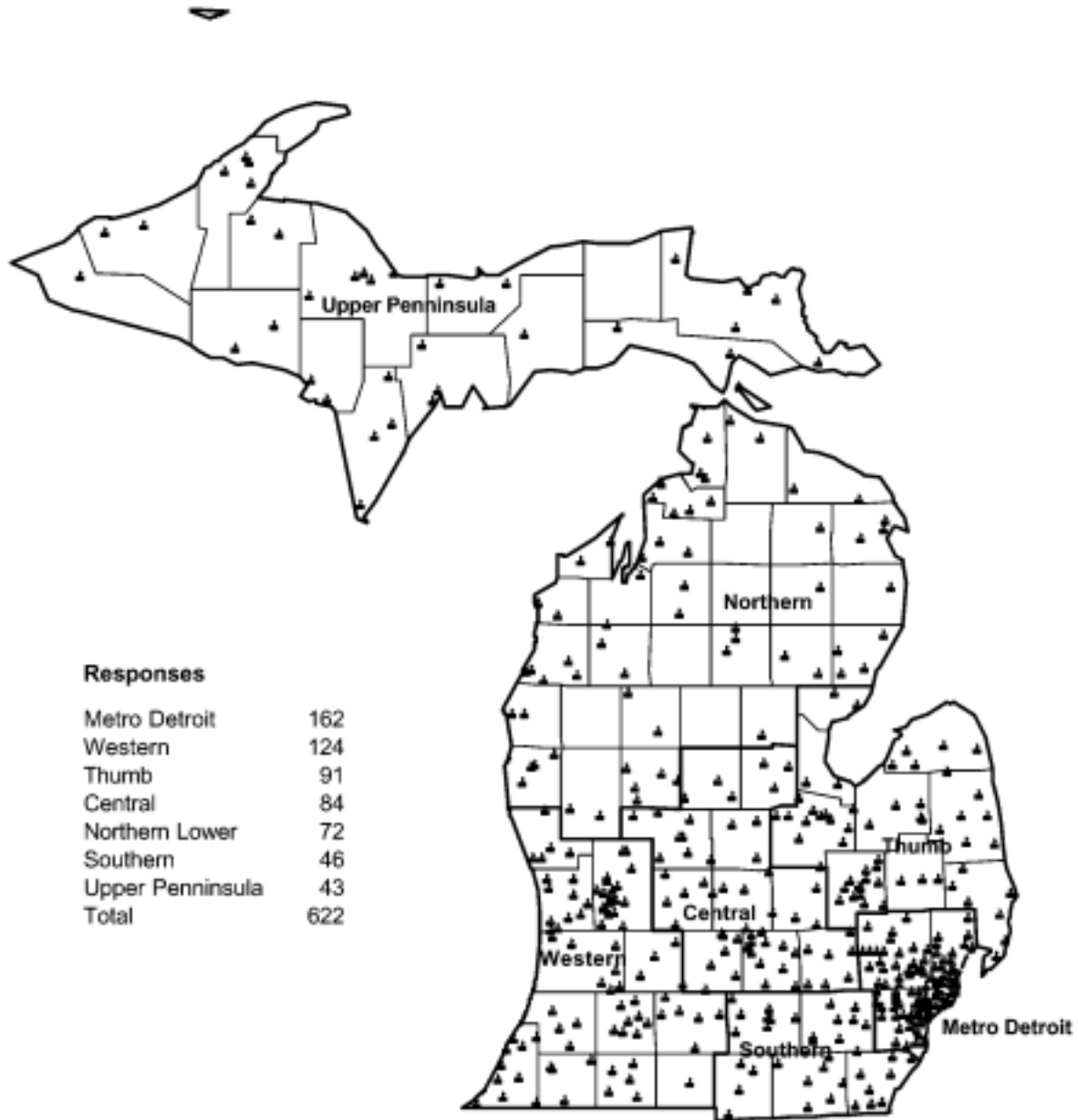
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Appendix B

SURVEY RESPONSES BY GEOGRAPHICAL LOCATION



SOURCE: Public Sector Consultants Inc.